Reported Speech

1) If the sentence (the introductory verb) starts in the present, there is no backshift of tenses in Reported speech.
Example: Susan: "I in an office." Susan *that* she in an office.

2) If the sentence (the introductory verb) starts in the past, there is often backshift of tenses in Reported speech.
Example: Susan: "I in an office." Susan *that* she in an office.

TENSES	
Direct speech	*Indirect speech*
Present simple	Past simple
Present continuous	Past cont
Present perfect	Past perfect
Past simple	Past perfect
Past perfect	Past perfect
Future (will)	Would
Imperative	Infinitive
Must	Had to
Can	Could
Shall	Should
may	might
Time Adverbial	
Now	Then / That moment
Today/ this day	That day
Yesterday	A day before / the previous day
Tomorrow	The next day / the coming / following day
A (week) ago	A (week) before
Pronouns	
I	He / She
you	I / we
We	They
Me	Him / Her
us	them
Demonstratives	
This	That
These	Those
Place Adverbial	
Here	there
Punctuation	
Statement	That
Auxiliary question	If
Wh/question	Wh………
Imperative form	To
Negative imperative form	Not to

Rewrite sentence (b) so that it means the same as (a):

(a) She said : "I went to the cinema yesterday."
(b) She said……………………………………
(a) *He told me that he would do that for me the next day.*
(b) He told me…………………………… ….
(a) They said: "We have never been here before."
(b) They said ……………………………………….
(a) The mother asked her daughter where she had been.
(b) The mother asked her daughter ……… …………….
(a) *She wanted to know what she was doing.*
(b) She asked ………………………………………………
(a) She told Ben to be careful.
(b) She told Ben ………………………………………….

CONDITIONALS TYPES 0, 1; 2 & 3

1) Conditional type 0: "Real condition"
Rule: If + present simple = present simple. Eg: If you heat water at 100°, it boils.

2 Conditional type 1: "Unreal, but likely":
Rule: If + present simple = future simple. Eg.: If you cheat in the exam, you will be punished..

3) Conditional type 2: "Unreal and unlikely"
Rule: If + past simple = would + stem. Eg: If stuck your fingers into the fire, you would burn them.

4) Conditional type 3: "Unreal condition"
Rule: If + past perfect = would have + past participle. Eg.: If you had broken the window, you would have paid for it.

Activity: Give the correct form of the verbs in brackets:

1. **If** people **eat** too much, they **will put** on weight.
2. **If** they **ate** organic food, they **would be** healthier.
3. **If** people **had eaten** GMF's, they **would have been** sick.

CONDITIONALS With "provided that / as long as

Rule: + *present simple – future simple.*

Activity: Combine these pairs of sentences using providing/provided that and as long :

a) Banks will lend you money to start a business. You promise in writing to pay them back. (Provided that)
- Banks will lend you money to start a business you promise in writing to pay them back.
OR
- Providing you promise in writing to pay them back, banks will lend you money to start a business.

b) Your business will continue to prosper. You keep your probity and integrity. (As long as)
- Your business will continue to prosper you keep your probity and integrity.
OR
you keep your probity and integrity, your business will continue to prosper.

CONDITIONALS With "Unless"

Activity: Rewrite sentence (b) so that it means the same as (b):

(a) If you eat well, you will be healthier.
(b) Unless you eat well, you won't be healthier.

(a) If you eat well, you won't be sick.
(b) Unless you eat well, you will be sick.

(a) If you don't eat fats, you will be healthier.
(b) Unless you eat fats, you will be healthier.

(a) If you don't brush your teeth, you won't sleep.
(b) Unless you brush your teeth, you won't sleep.

THE RULES FOR WORD STRESS

1. Stress on first syllable

- Most two-syllabic words have stress on the first syllable.

Eg.: 'Ethics - 'Window.

2. Stress on last syllable

- Most two-syllable verbs have stress on the last syllable.

Eg.: con'nect - pro'tect - re'move - erase - es'cape .

3.Stress on penultimate syllable (the last but one):

- Words ending in 'ic' , 'ation', 'ion', ive , 'ian' , 'ience', iance, iar, ious, eous, ium.

Eg.: economic, information, generation, productive, li 'brarian, lu'xuriance, fa'miliar, fas'tidious, cou'rageous, gym'nasium.

4. Stress on ante-penultimate syllable (third from the end):

- Words ending in 'cy', 'ty', 'phy'; 'gy' , 'cal', 'ism'.
  Eg.: Psy'chology- De'mocracy – Phi'losophy – Respon'sibility - Techno'logical - Catholicism.

5. Polysyllabic words (words with many syllables) main stress on the penultimate /---20/

- These usually have more than one stress, i.e., **primary** and **secondary** stress. Often such words contain a prefix (as with 'inter' and 'anti') .This is common with any long technical words.

Eg.: ˌinter'national - ˌantibi'otic.

6. Compound words (words with two parts)

- If the compound is a **noun**, the stress goes on the **first** part : Eg.: greenhouse , blackbird
- If the compound is an **adjective**, the stress goes on the **second** part; e.g., bad-tempered, old-fashioned
- If the compound is a **verb** , the stress goes on the **second** part, e.g., overlook.

7. Stress on the last syllable: / - --2/

- Words ending in:-EE, -ESE,-EER, -OO, -OON, -ETTE,- ESQUE.

Eg.: absen'tee, Japo'nese, engi'neer, kanga'roo, ba'lloon, ciga'rette, humo'resque.

Exercise 1: Read out the following pairs words, paying attention to the stress–shift.

Drama , dramatic, Sympathy, sympathetic , politic, political, arithmetic, arithmetical, education, instruction, transform, Captive - captivity, curious - curiosity, final, finality, inferior, inferiority, homework, antivirus, overtalk.

Pronunciation of final "s"

The final "s" is pronounced:

/s/ after: k, p, t, f, θ. Example: works – helps – puts – baths.

/iz/ after s, z, x, sh, ch, dg. Example: buses – squeezes – faxes – brushes- matches – bridges.

/z/ in other cases.

Activity: Classify these words according to the pronunciation of their fined "s"

Marks – troops – starts - roofs – paragraphs – glasses – freezes - looses – finishes – catches - adds – meals – countries.

/s/	/z/	/iz/
Marks – troops – starts - roofs – paragraphs	Adds – meals – countries.	glasses – freezes - looses – finishes – catches

Note: The final "s" in words ending in "ies" is pronounced /z/ because it didn't create a syllable. The sound /i/ is part of the original word: country.

Pronunciation of final "ed"

The final "ed" is pronounced:

/t/ after: k, p, f, s, sh, ch. Example: worked – helped – stuffed- laughed – brushed – watched.

/id/ after t, d. Example: started- added.

/d/ in other cases.

Activity: Classify these words according to the pronunciation of their fined "s"

Packed – pumped – photographed – discussed – matched - arrested – recorded – moved – increased.

/t/	/d/	/id/
Packed – pumped – photographed – discussed – matched	Moved – increased.	Arrested – recorded.

CERTAINTY – PROBABILITY & POSSIBILITY

Certainty	He will certainly/ surely succeed.	100%
Probability	He will likely / Probably succeed.	80%
Possibility	He may / can succeed.	50%
Remote Possibility	He might/ could succeed.	25%

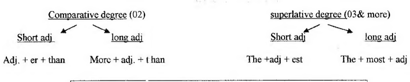
Rewrite sentence (b) so that it means the same as (a):

(a) It seems factual/ true that smoking will be banned in public places.
(b) Smoking ……………………………………
(a) He has more chances to succeed this year.
(b) He ……………………………………
(a) I doubt that consumers will buy GMF's.
(b) Consumers ……………………………………
(a) I'm quite convinced that they will choose organic food.
(b) They ……………………………………
(a) *The Algerian government will perhaps* impose an eco-tax on polluting industries next year.
(b) The Algerian government ……………………………………
(a) It is possible that flavourings and colourings will cause irritability and skin irritation.
(b) Flavourings and colourings will ……………………………………
(a) Most Algerian consumers will probably boycott products which are not environmentally safe.
(b) It is ……………………………………………………………………………………

PASSIVE VOICE

Present simple:	is / are + PP.	(a) Forgery causes unemployment. (b) Unemployment is caused by forgery.
Present perfect:	has/have been + P P	(a) The government has adopted some measures to fight corruption. (b) Some measures have been adopted by the government to fight corruption.
Present continuous:	is / are being + PP	(a) Manufacturers are imitating famous brands. (b) Famous brands are being imitated by manufacturers.
Past simple:	was / were + PP	(a) He downloaded many songs. (b) Many songs were downloaded by him.
Past perfect:	had been + PP	(a) Consumers have bought many fake products. (b) Many fake products have been bought by consumers.
Past continuous:	was/were being + PP	(a) They were stealing a bank. (b) A bank was being stolen (by them)
Future simple:	Will be + PP	(a) Many Companies will reduce the prices of some products. (b) The prices of some products will be reduced by many companies.
Modals:	modal + be + PP	(a) The authorities must punish all counterfeiters. (b) All counterfeiters must be punished by the authorities.

COMPARISON



Irregular adjectives		
	Comparatives	**Superlative**
Good	better than	The best
Bad	Worse than	The worst
Far	Farther than	The farthest
Little	Less than	The least
Many/much	More than	The most

Rewrite sentence (b) so that it means the same as (a):

(a) Jupiter is a big planet. Earth is not.
(b) Earth is……………………..Jupiter.
(a) Mercury is very close to the Sun.
(b) Mercury is …………………..planet to the Sun
(a) The planets are nice, but earth is beautiful.
(b) Earth is …………………………..planet.
(a) Today, astronomers have more information about the outer space.
(b) In the past, astronomers had………… ……………………….

SIMILARITIES & DIFFERENCES

To express similarities: like, as, similar to, alike, resembles, both .. and, the same, neither ..nor.
To express differences: unlike, differ from, but, yet, different from, while, whereas, contrary to.

Examples:

Similarities:

a. **Both** earth **and** Venus belong to the solar system.
b. **Like** earth, Venus belongs to the inner space.
c. All the planets follow **the same** path.
d. **Neither** Mercury **nor** Mars has an atmosphere.

Differences:

a. **Unlike / contrary to** the other planets, earth has O2.
b. The inner planets are **different from** the outer planets.
c. The Sun is a star **while** the Moon is a satellite.

Activity 1:* *Combine these pairs of sentences using the words in brackets:

a. Jupiter has moons. Saturn has moons, too.(both)
b. The terrestrial planets do not have rings. The gas giant planets have rings. (Unlike)
c. Astronomers study stars for scientific purposes. Astrologers study them to make predictions. (Contrary to)

Activity 2: Rewrite sentence (b) so that it means the same as(a):

(a) Earth belongs to the solar system. Venus belongs to the solar system.
(b) ……………………………………..belong to the solar system.
(a) Mercury has an atmosphere. Mars has an atmosphere.
(b) …………………………………… has an atmosphere.
(a) The inner planets are closer to the sun. The outer planets are not.
(b) ……………………………………., the outer planets are farther from the sun.

EX PRESSING WISH AND REGRET

1 - We use **wish** + **past simple** to exp ress a **regret** about a **present situation** by imagining its opposite.
E.g.: *I wish you* **were** *here.* (but you are not here)

2 - We use **wish** + **would** to express a desire for change **in the near future**, especially when someone or something is annoying us. E.g: ***I wish you wouldn't** wear that ugly shirt*

3 - Wish about ourselves must be expressed with **could.** Eg: ***I wish I could** lose weight*

4 - We use **wish** + **the past perfect** to express a **regret** about something in the past.
E.g. : ***I wish I had listened** to your advice yesterday* .

Activity: Rewrite sentence (b) so that it means the same as (a):

(a) I regret having stolen his ideas.
(b) I wish ………………………… ….
(a) Someone wishing himself out of troubles.
(b) I wish……………………… …………..
(a) Someone expressing the wish to be given a second chance.
(b) I wish………………………… ………………..

• We can use **if only** instead of **wish** to express a **stronger feeling of regret** or a **stronger wish**.
E.g. *If only I **had finished my post graduate studies.***

It's time...

• When you want to say **It's time to do something** or this is the **right time** to do it.
E.g. *It's **(high/about)** time for* us *to go to the station.*

Had better / had better not

• To express **strong advice / recommendation**
- You***'d/ had better*** buy genuine products .
- We **had better not** neglect to take the necessary measures .

MODALS

Must – have to	*Strong obligation*
Should *Ought to - Had better*	*Advice* *Strong advice*
Need to have to	*Necessity*
can	*Possibility – request - permission*
May	*request - permission*
Can - able to	*Ability*

Rewrite sentence (b) so that it means the same as (a):.

(a) I strongly advise you to buy authentic articles.
(b) You…………………………………… ……………
(a) I advise you to know your rights and duties.
(b) You…………………………………… ……………
(a) I think this is the right time to revise your lessons.
(b) It's…………………………………… ……………………………………………
(a) People are obliged to respect the road signs.
(b) You ………………………………… the road signs.
(a) It is necessary to use dictionaries.
(b) Students …………………dictionaries.
(a) You are able to succeed.
(b) You ……………………………………